

LESSON 10

Practising an Interview

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.APP.6

WHAT THIS LESSON DOES

Practise answering realistic interview questions by predicting what happens under pressure, annotating a sample transcript for recovery and clarification, working a short freeze case, and running a paired micro-mock with feedback you can reuse.

HANDLE WITH CARE

- Frame only as duty to report to the designated liaison person or supervisor.
- Do not allow invented disclosure detail in discussion or role-play.
- Students may skip the case talk and still complete the micro-mock. Signpost the guidance counsellor; follow the school's pastoral procedure.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.6	demonstrate an understanding of the interview process.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Practise answering interview questions under realistic conditions
- Use silence, recover from stumbles and ask for clarification
- Capture peer feedback or a recorded self-evaluation

KEY TERMS

Term	What it means here	For example
Mock interview	A practise interview run under realistic conditions so you can rehearse answers, timing and recovery before a real one.	Paired role-play in class, or a five-question recording you watch back yourself
Recovery	The move you make after a stumble: pause, restate the question, and restart the answer without apologising for minutes.	I lost my place there. The main point is that I reorganised the rota when two people called in sick.
Clarification	Asking the interviewer to rephrase or narrow the question when you are not sure what they want, instead of guessing.	Just to check, are you asking about a time I led a team, or a time I supported someone else?

BEFORE THE BELL

- Arrange seating for pairs ahead of the micro-mock.
- Students need a Strand 2.2 Mock Interview document with four blank section headings ready (Prediction line; Transcript takeaways; Recovery sentence; Feedback or self-evaluation).
- Know your school's guidance-counsellor route before the freeze-case talk-through.
- On screen this lesson: peer review, document annotator.

Practising an Interview

HOW THE LESSON RUNS

5 min	introduction	Getting Started
10 min	activity	What Do You Expect Under Pressure?
12 min	activity	Mark the Moves in a Live Answer
25 min	activity	Recovery Under Pressure: Case and Micro-Mock
8 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by saying that today is about using what they already know about interview structure under pressure, rather than learning anything new about it, so they know why the lesson is mostly talking rather than note-taking.

Then walk through the four-section **Mock Interview** template on screen, because students work faster when they can see in advance what a finished document looks like. If pairs are available, seat them now, so that the micro-mock later can start without moving furniture and losing minutes.

Any student working independently can record their answers on a phone after class using the same two practice questions and complete section 4 as a self-evaluation instead of peer feedback.

10 min What Do You Expect Under Pressure? On screen: peer review

This step is a prediction: students commit to what they believe now, before the transcript and the freeze case give them evidence, so hold the model answers back until after the transcript in the next step. The comparison only works if their first marks are honest.

Once they have locked their marks, ask them which statement, if it turned out to be false, would change how they walk into a mock interview. Take two or three answers rather than a full round, so the whole step including the portfolio line fits into ten minutes and the transcript work is not squeezed.

12 min Mark the Moves in a Live Answer On screen: document annotator

HOW TO RUN IT

Allow twelve minutes in total. Start with five minutes of silent labelling, so that each student forms their own reading before anyone is influenced, then give two minutes comparing with a neighbour, which surfaces the disagreements you want, and only then reveal the model.

Pause on the recovery line and on the clarification line, because those two moments are what the micro-mock later in the lesson asks students to reproduce. Ask them which label they disagreed with most, since the disagreements are where the teaching is.

LOOK-FORS

- Students marking long apologies as recovery when they are not
- Students missing that a short silence can be useful
- Portfolio lines that quote a phrase rather than naming a general tip

25 min Recovery Under Pressure: Case and Micro-Mock On screen: peer review

SUGGESTED TIMING (25 MINUTES)

- First, five minutes on the case talk-through, keeping to the two prompts on screen so the discussion does not open into graphic speculation
- Then two minutes while pairs agree who asks first and read the recovery stem once aloud
- Then twelve minutes on the micro-mock itself, two questions each way, with partners writing rubric comments straight after each answer while the moment is fresh
- Finally six minutes to check the section 3 recovery sentence and save section 4

Students working independently skip the pair swap, record two answers instead, and write the self-evaluation in section 4.

SAFEGUARDING BOUNDARY

- Hold the discussion on the teaching point, which is what a person does when they blank: a short recovery or a clarification check. Use report-to-the-designated-person language only, and model it yourself so the class has the wording.
- If the class starts inventing disclosure detail or speculating about what the child said, bring them back to the two prompts, because that speculation is not what the lesson is practising and it can be distressing.
- If a student finds the topic hard, let them sit out the case talk and rejoin for the micro-mock, point them towards the guidance counsellor, and follow your school's pastoral procedure if anything heavier comes up.

TEACHING TIPS

Long apologies eat the answer, so cut them off gently and model the half-sentence recovery instead: *I lost my thread there. The key point is...* Circulate during the micro-mock and listen for clean restarts, praising them out loud when you hear one. Remind students that what they have to produce is the section 4 feedback or self-evaluation, not a perfect performance.

8 min What you covered

Spot-check that every student has all four sections of the **Mock Interview** entry started in Strand 2.2. A later lesson in this unit on interview resilience can reuse the "one change next time" line from section 4 when students shape further Portfolio material, so it is worth telling them now that the line will come back.

ANSWERS AND LOOK-FORS

- Peer review: It sounds like them - Read it aloud in your head. Could this have been written by anyone in the room, or only by them?
- Peer review: Claims have evidence - Find a sentence that claims something about them. Is there anything underneath it, or is it just the claim?
- Peer review: Specific, not vague - Underline the vaguest sentence you can find. Could a stranger picture what actually happened?
- Document annotator: "wait, sorry, that is a bad start. Give me a second." - Stumble: lost place or filler - He names the stumble and takes a breath. That is better than racing on, but the long apology still costs him. Watch what he does next.
- Document annotator: "Last term in the charity shop on Saturday mornings, a man brought..." - Recovery: restart that works - Clean restart. Specific place, time and problem. The stumble is no longer the story.
- Document annotator: "I am good under pressure. I stay calm and I work hard and I help the..." - Weak: claim with no evidence - Three claims, zero evidence. This is the answer most people give when they panic. The interviewer has to dig.
- Document annotator: "Sorry, could you just check: do you mean a time the queue was long..." - Clarification: checks the question - Short clarification with two options. He is not stalling. He is making the question answerable.
- Document annotator: "The Saturday before Christmas the card machine went down and the..." - Strong: specific evidenced answer - Specific Saturday, specific failure, visible pressure. A stranger can picture it. That is what evidence sounds like out loud.
- Document annotator: "I started taking names for a paper list, told people the wait, and..." - Strong: specific evidenced answer - Action plus result. He shows what he did, not what kind of person he is. Copy this shape, not his story.
- Peer review: Clear and steady - Could you follow the answer first time? Did filler or panic take over the opening?
- Peer review: Specific evidence - Is there a concrete example a stranger could picture, or only claims about the kind of person they are?
- Peer review: Recovery after a stumble - If they lost their place, did they pause and restart cleanly, or apologise at length?
- Peer review: Clarification when unsure - Did they check or narrow the question when needed, or guess what the interviewer wanted?

TEACHING MOVES

- Keep the prediction activity in predict mode; do not reveal model answers early.
- Allow silent work on the transcript before neighbour comparison, then reveal the model.
- Protect micro-mock time: case talk is short; spoken practice and section 4 save are the centre of gravity.
- Circulate during the pair micro-mock to observe recovery techniques.
- Model effective clarification questions and the half-sentence recovery stem in whole-class discussion.

WHAT TO WATCH FOR

- Apologising at length after a stumble; remind students to pause and restart directly.
- Guessing the intent of unclear questions; encourage asking for rephrasing instead.
- Filling all silence with words; discuss how brief pauses can aid thinking.
- Leaving Mock Interview as one undifferentiated dump of notes; insist on the four named sections.

DIFFERENTIATION

- Support: Provide sentence starters for recovery phrases and clarification requests.
- Support: Pair less confident students for the micro-mock; allow phone recording for independent learners.
- Extension: Add a third practice question or a full five-answer phone recording after class for section 4.

WHAT STUDENTS ARE LEFT WITH

- Mock Interview: peer-feedback notes or recording with self-evaluation